

**THE INFLUENCE OF USING COMMUNICATIVE LANGUAGE
TEACHING TOWARDS STUDENTS' SPEAKING ABILITY
AT THE SEVENTH GRADE OF SMPN 17 BANDAR
LAMPUNG IN THE ACADEMIC YEAR
OF 2018/2019**

A Thesis

Submitted as a Partial Fulfillment of
the Requirement for S1- Degree



By

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2020**

ABSTRACT

Speaking became one of problems for students in SMPN 17 Bandar Lampung. The students of Junior High School must deal with many kinds of expression. Communicative Language Teaching can help the teacher to teach students how to speak in right way and students can improve their speaking ability with playing a role that related to the material. So they can learn in fun and enjoyable situation. Communicative Language Teaching can improve their confident to speak English in daily life. This research was conducted to find out whether or not there was a significant influence of using Communicative Language Teaching toward students' speaking ability at the seventh grade at SMPN 17 Bandar Lampung in the academic year of 2018/2019.

This research was conducted by using quasi experimental design with pre-test and post-test design. Two classes of the seventh-grade students of SMPN 17 Bandar Lampung were chosen as the sample of this research. They were 30 students for Experimental Class and 28 students for Control Class. In order to collect the data, the researcher used oral test as the instrument. There were pre-test which was held before the researcher gave treatment to the experimental class and post-test which was held afterwards. To make the data analysis, the researcher analyzed the data by using SPSS version 16.

From the data analysis, it was obtained that $Sig=0.004$ and $\alpha=0.05$. It meant that the H_a was accepted and there was a significant influence of using Communicative Language Teaching toward students' speaking ability at the seventh grade of SMPN 17 Bandar Lampung in the academic year of 2018/2019. The researcher hopes that this result will affect anyone who is involved in education field especially for English teacher.



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Hereby, I stated this thesis entitled “The Influence of using Communicative Language Teaching towards Students’ Speaking Ability at the Seventh Grade of SMPN 17 Bandar Lampung in The Academic Year Of 2018/2019” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

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MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

70. “O you who believe! Be careful of (your duty to) Allah and speak the right word” (Q.S. Al-Ahzaab, 70)¹



¹ Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Amana Publications, Maryland, 10th edition, 1999), p. 427

DEDICATION

I would like to dedicate this thesis to all my beloved people:

1. My beloved parents, Mr. Jamhuriyanto S.Sos and Mrs. Barnasuri who have always prayed and supported for my success and advised me wisely.
2. My beloved brothers Agung Pratama S.H, Ardiansyah S.H, and sisters Kartika Nurbaiti Handayani A.Md, Dea Agta Syarafina, who support me all of time.
3. My beloved bestfriends who always give contribution to accomplish this thesis. They are, Intan Devita Nadya, S.Pd, and Ana Martika.
4. All of member of English Education D 2014 thanks for your help all this time.
5. My almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Agta fitriyani was born in Bandar Lampung on August 18th, 1996. She is the third child of four children of Mr. Jamhuriyanto, S.Sos and Mrs.Barnasuri S.Pd. She has two brothers, they are; Agung Pratama, S.H, M.H and Ardiansyah S.H. And one sister: Dea Agta Syarafina.

She began her study at elementary school of SD Kartika II-6 Bandar Lampung in 2001 and graduated in 2008. Then, she continued her study at Junior High School of MTs Daar El-Qolam Tangerang, Banten in 2008. After graduated from Junior High School in 2011, she continued his study at Senior High School at MA Daar El-Qolam, Tangerang, Banten in 2011 and graduated in 2014. In 2014, she continued her study at State Islamic University of Raden Intan Lampung (UIN) as the student of English Education Program of Tarbiyah and Teacher Training Faculty.



ACKNOWLEDGEMENT

Praise to be Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Communicative Language Teaching Towards Students’ Speaking Ability at the Seventh Grade of SMP Negeri 17 Bandar Lampung in the Academic Year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung and as advisor, who has patiently guided and directed the researcher until the completion of this thesis as well.
3. Fithrah Auliya Ansar, M.Hum, the co-advisor, who has always patiently guided, helped supervision especially in correcting and given countless time for the researcher to finish this thesis as well.

4. All lecturers of English Department of UIN Raden Intan Lampung who have taught the researcher since the first of her study.
5. Dra. Lissafini, the Headmaster of SMPN 17 Bandar Lampung for allowing the researcher conducting the research.
6. Endang Catur, S.Pd, English teacher of SMPN 17 Bandar Lampung, for being helpful during the research process and giving suggestion during the research.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the his particularly and the readers generally, especially for those who are involved in English teaching profession.



Bandar Lampung, August 2019
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CHAPTER I INTRODUCTION

A. Background of the Problem

Everyone always uses language in their communication because language is used all aspect human life. Kreidler said that, “Language is a system of symbols through which people communicate. The symbol may be spoken, written, or signed with the hand”. It means that People use language to express inner thoughts and emotions make sense of complex and abstract thought, to learn communicate with others.

Through the language people can express their ideas, thoughts and feelings. Agnes says that language is a system of vocal sounds and combinations of such sounds to which meaning is attributed, used for the expression or communication of thought and feeling.² It means that language is used to express or communicate of thought and feeling. Besides, Richard and Rodgers who state that language is a system for expression of meaning and primary function of language is for interaction and communication.³ From definition, it implies how important language is in human. So the human must master some elements and skills in order to be able to communicate by using language that they will create understanding and take the advantages from communication.

² Michael Agnes, *Webster's New World College Dictionary*, (Wiley Publishing fourth edition: Canada, 202), p.805

³ Jack C Richards and Theodore S Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 1986), p.26.

In Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes a local content in elementary school a compulsory subject in junior and senior high School and a complementary subject of the higher education institution. This is because of the situation we are facing now; globalization era, which is very competitive. In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. Harmer stated language is one of the many languages in the world battling it out for position.⁴ On QS: 58: 11 Allah said that:

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ

“Allah will raise those who have believed among you and those who were given knowledge.” (QS. Al – Mufadalah: 11). It means that language is a science and God promise to anyone who has knowledge will be in elevated its degree.

In English, there are four skills listening, speaking, reading and writing. Speaking is one of the English skills among four skills. They are listening, Speaking, Reading and Writing. According to pollard, Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as

⁴ Jeremy Harmer. *The Practice of English Language*,(new York: Longman 1989),p.4

listening to and reacting to the person you are communicating with.⁵ Based on the statement above the researcher assumes that there are criteria that should be mastered and they cannot be separated from one to another. It means that is useless to master so much vocabularies and grammar if they cannot use them in communicating and interacting with others.

In speaking class, the students of junior high school learn how to pronounce the words in English, learn how to describe person, place, thing, to introduce themselves fluently and make a dialog about the expression of like or dislike etc. Ideally the students at the seventh grade can introduce themselves in English they can describe something and use English when they speak with their friends. In fact, there are many students at the seventh grade cannot introduce themselves, describe something and speak with their friends in English.

Based on the preliminary research which was conducted at SMPN 17 Bandar Lampung, the English teacher Endang, SP.d, she said that most of the students especially in the seventh grade were difficulties to express their opinion, feeling and experience with orally. Besides, they were still shy to communicate with other people. For example, when teacher asked them to make a short conversation, they were still confused how to manage the dialog. They needed longer time to make it and they opened dictionary. They still had problems with vocabulary mastery in their ability to master the

⁵ Lucy Pollard, *Teaching English*, (London: Lucy Pollard Copyright, 2008), P.33

language skills.⁶ The teacher used dialog memorization in teaching speaking.

The following is the students' speaking score in the table below:

Table 1.1
Students' English Speaking Score at the Seventh Grade of SMPN 17
Bandar Lampung in Academic Year of 2018/2019.

No.	Class	Students' score		Number of student
		<70	>70	
1	VIII A	19	11	30
2	VIII B	23	6	29
3	VIII C	15	17	32
4	VIII D	20	10	30
5	VIII E	19	9	28
6	VIII F	22	9	31
Total		125	64	189
Percentage		66.1%	33.9%	100%

Source: SMPN 17 Bandar Lampung in the academic year of 2018/2019.

Based on Table 1, there were 64 students of 189 students who passed the test based on criteria of minimum mastery and 125 students failed. In this case, the students' score of KKM in SMPN17 Bandar Lampung is 70 and there were many students who got the score under 70. It means that more than 50% students who do not pass the criteria of minimum mastery. From those kinds of problem, the researcher assumed that most of the students were still difficult to learn English, especially in speaking ability. It means that the English teacher must find some ways how to make students' speaking ability better than before.

⁶ Interviewed by teacher Endang, SP.d at SMPN 17 Bandar Lampung

This case must be solved because it can raise further difficulties to the next speaking lesson if their low of speaking ability is not improved soon. Students cannot speak English well and they cannot pass the minimum score of English subject determined of the school.

In addition, the researcher also got information about the students' speaking ability by giving interviewing with 90 students of the seventh grade. The students said that they still shy to communicate with other people. For example, when teacher asked them to make a short conversation, they were still confused how to manage the dialog. They needed longer time to make it and they opened dictionary. They still had problems with vocabulary mastery in their ability to master the language skills. The teacher used dialog memorization in teaching speaking.

Seeing those conditions, there are many students of SMPN 17 Bandar Lampung, especially of the seventh grade cannot speak English in daily activity. There are many kinds of teaching speaking method. The method can attract students' motivation in learning English so that the students feel enjoyable and the students do not feel bored. The researcher gives solution by conducting a suitable method called Communicative Language Teaching method.

This method is very helpful both for teacher and students in the teaching and learning process. By applying an appropriate and interesting method, it will make teaching and learning process run well and the goal of

teaching and learning will be easier to achieve. If the teacher does not use an interesting method, the teaching and learning process will be boring. This situation appeared at the seven grade students of the SMPN 17 Bandar Lampung.

According to Widdowson, communicative language teaching method is the widest spread of all teaching methods today which is common in Asian countries.⁷ It can be concluded that communicative language teaching method is the most well-known of teaching method in Asian countries. Basically, the communicative language teaching stresses on the communication between the teacher and learners. It has developed a flexibility which allows anything that will further improve the communicative competence of learners. According to Brumfit and Robert, communicative language teaching means a method which views language as a form of social behavior and sees aim of language teaching as teaching learners to communicate fluently, appropriately, and spontaneously in culture context of target language.⁸

The research about communicative language teaching has been done by Reny Octavia entitled “The Influence of Using Communicative Language Teaching Method on the Students’ Mastery of Degrees of Comparison at the Second Semester of The Eight Grade of SMPN 2 Negeri

⁷Widdowson, *Teaching Language as Communication*. (Oxford: Oxford University Press, 3rd edition 1988), p.36

⁸ Christopher Brumfit and T.J Robert, *A Short Introduction of Language Teaching*, (London Basftford Academic and Education Ltd, 1993), p.82

Besar Way Kanan In The Academic Year of 2015/2016.”⁹ She concluded that there was significant influence of using communicative language teaching method towards students’ degrees of comparison mastery, because by seeing the result of the data calculation in the previous chapter where alternative hypothesis (Ha) is consequently accepted.

Another research conducted by Rahmad Nur Seto entitled “The Effectiveness of Communicative Language Teaching (Clt) on Speaking Skills at the Eleventh Grade Students of SMA Muhammadiyah Palangka Raya 2015/2016.”¹⁰ He concluded that the students’ speaking skills improved and was significantly by using communicative language teaching. And the different of previous and present research is they use the same technique and skill, but different in subject and grade. The result in this research that communicative language teaching was affective to teach English especially for students’ speaking skill.

From the explanation above, it can be inferred that this researcher was use of Communicative Language Teaching method; it can imitate foreign language teaching system. It was not only used to communicate, but also used to make students’ confidence to speak in the class with other friends, and to increase the students’ learning motivation and interest.

⁹ Reny Octavia, *The Influence of Using Communicative Language Teaching Method on the Students’ Mastery of Degrees of Comparison at the Second Semester of The Eight Grade of SMPN 2 Negeri Besar Way Kanan In The Academic Year of 2015/2016*. P, 67

¹⁰ Rahmad Nur Seto, *The Effectiveness of Communicative Language Teaching (Clt) on Speaking Skills at the Eleventh Grade Students of SMA Muhammadiyah Palangka Raya*. P, 53

By applying Communicative Language Teaching method, the researcher also expects that the students was be more motivated and encouraged to speak since they are given chances to have a lot of practice in enjoyable ways. By using communicative language teaching method, the teacher was giving more chances to students to practice their English. Besides, communicative language teaching can develop students' attitude through different ways by giving them artificial way. Therefore, the researcher was conduct a research entitle "The Influence of Using Communicative Language Teaching towards Students' Speaking Ability at the Seventh Grade of SMPN 17 Bandar Lampung in the Academic Year of 2018/2019".

B. Identification of the Problem

Based on the background of the problem above there are many problems in English learning teaching can be identified as follows:

1. Most of the students still get difficulties in expressing their opinions, feelings or experiences orally.
2. The students usually feel shy to practice speaking English.
3. They are still lack of vocabulary mastery.
4. The students are still confused how to manage the dialog.
5. Teacher does not use various techniques in teaching speaking.

C. Limitation of the Problem

Based on the background and the identification of the problems above, the researcher focuses on the use of communicative language teaching towards students' speaking ability at the Seventh Grade of SMPN 17 Bandar Lampung in 2018/2019.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher formulates the problem as follows: Is there any significant Influence of Using Communicative Language Teaching towards Students' Speaking ability at the Seventh Grade of SMPN 17 Bandar Lampung in 2018/2019?

E. Objective of the Research

The objective of the research is to know whether there is a significant Influence of Using Communicative Language Teaching towards Students' Speaking ability at the Seventh Grade of SMPN 17 Bandar Lampung in 2018/2019.

F. Use of the Research

It is expected that the result of this research was be useful:

1. Theoretical Contribution

The result of this research is expected that it was be useful knowledge for the researcher and others teacher to teach speaking in future.

2. Practical Contribution

a) For researcher, the result of the research was prove that it was be useful knowledge for the researcher when she starts her profession as a teacher in future time.

b) For the teacher, especially those who teach at SMPN 17 Bandar Lampung, it is expected the result of this research can be used as a feedback on teaching language activities or can be of choices to do in their classroom.

c) For the students, the result of this research is making the students enjoy the learning process and it can improve students' speaking ability.

d) For the readers, the result of this research is earned the knowledge and readers was give correction for this research and help the readers to make good research in future time.

G. Scope of the Research

The scope of the research as follows:

1. The subject of the research

The subject of this research was the students at the second semester of the seventh grade of SMPN 17 Bandar Lampung.

2. Object of the research

The objects of the research were the use of Communicative Language Teaching and students' speaking ability.

3. Place of the Research

The research was conducted at SMPN 17 Bandar Lampung.

CHAPTER II

FRAME OF THEORIES, FRAME OF THINKING, HYPOTHESIS

1. FRAME OF THEORY

A. Teaching English as a Foreign Language

English is one of the subject material school and as a part of national exam in Indonesia. Therefore, the students must know English well for carrying on their study and to go to the next level that higher than before. According Brown, teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.¹¹ It means that teaching is a process that should be done by teacher on the experience, knowledge and material preparation. Then in reality the students still find difficulties in English, because of the difference of pattern, structure, and language used.

In the other hand, English is also called as a foreign language, because our people don't use English as the common language in our country. Language operates is a speech community or culture.¹² It means that one of ways to help someone to know each other is language. Then we need some ways to teach English. English is so important, but in fact, not all of our people can learn and use English in their daily activity. It is caused by the level of education and the weaknesses of our educational emphasized system.

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: State University, 1994), p.7

¹²*Ibid.* p.17

As a foreign language, English also is called a target language. Target language is a language that someone learns to change one language become another language. The way of developing ability a foreign language in Indonesia is by learning the target language, when language learners talk about the rules of a target language that they correct errors and people do not speak the target language in the society.¹³ Talking about correcting error actually we of the do mistake as learner, but usually the teachers just judge when they are have a wrong. The teacher never thinks about oppression psychology that makes the students shy and afraid to make a mistake.

Meanwhile, Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned. It means that the students who learn English as a foreign language have a little opportunity to use their English in real life situation.

Based on explanation above, the researcher concludes that English in Indonesia as a foreign language that used from pre elementary until level of university as subject of material. In English subject, there are four skills that learned by the students, one of them is speaking. Talk about speaking, there are some rules of target language there are pronunciation, fluency, vocabulary, grammar and comprehension.

¹³Ag.BambangSetiadi, *Teaching English as Foreign Language*. (Yogyakarta: Penerbit Graham Ilmu, 2006), p. 21

B. Concept of Speaking

Speaking is one of the four language skill that should be mastered students. Speaking is used for communication in our daily life activities. Speaking is an effective way in communication. Chaney states that, speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. According to Harmer, speaking is to express or communicate opinion, feeling, and ideas etc.¹⁴ based on the concept above, the writer tries to synthesize them. Speaking is the process of building and sharing meaning to express or communicate opinion, feeling, and ideas through the use verbal and nonverbal.

Thornbury stated, the ability to speak fluently naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in. speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge.¹⁵ It means that between the some criteria above speaking is the most important thing that should be mastered as the key and one of the central elements of communication.

The students' speaking ability in this research is their ability to express their ideas, thought, and feelings in their real communication for

¹⁴ Muhammad baihaqi, *Improving of English Speaking Skill By Using Guessing Game Technique*, Available at <http://www.usingenglish.com> Muhammad Baihaqi, Accessed on April 2nd, 2016

¹⁵ Scott Thornbury, *How to Teach Speaking*, Harlow: Longman, 2005, p.1

certain purposes in spoken form by showing the mastery of such components as pronunciation, grammar, vocabulary, fluency, and comprehension.

C. Aspect of Speaking

Speaking is used to interact or to communicate by with others. It involves using speech to express other meanings to other people. Interaction is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning. Examples of these interactive strategies are: making eye contact, using facial expressions, asking check expressions, clarifying your meaning, confirming understanding. We also speak with fluency, and accuracy. Fluency means speaking at a normal speed, without hesitation, repetition or self-correction and with smooth use of connected speech. Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation. When we speak, we use different aspects of speaking depending on the type of speaking we are involved in. In speaking, there are five aspects to be mastered that consist of grammar, pronunciation, vocabulary, fluency, and comprehension.

1) Grammar

According to the Advanced Learner's Dictionary, grammar is the rule about how words change their form and combine with other words to make sentences. Grammar is a description of a language and the way in which linguistic units such as word and phrases are combined to produce sentence

in the language. It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2) Pronunciation

Pronunciation is the way a certain sound or sounds are produced. It deals with phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Pronunciation focuses on accent. When a speaker says, she/he will give an emphasis on a certain word suitable with pronunciation.

3) Vocabulary

As we know, vocabulary is a basic elements language. Vocabulary is as single words, set phrases, variable phrases, phrasal verbs, idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

4) Fluency

Fluency is Oxford Learner's Pocket dictionary, is defined as being able to speak a language easily and well. Fluency is the extent to which

speakers use the language quickly and confidently, with few hesitations or unnatural pause, false starts, word searches, etc. Fluency is also one of important things in oral language because if a speaker speaks fluently, the listener can catch the messages easily. Fluency in speaking is the aim of many language learners.

5) Comprehension

Comprehension is the power of understanding. For oral communication certainly require a subject to respond and to speech as well as to imitate it. If we review to the functions of speaking as a transactional and interpersonal, comprehensions the one important part of catch these functions. The speakers will be able to communicate or to interact effectively if they have the topic. By understanding what they talk, there will comprehension between speaker and listener.¹⁶

D. Concept of Speaking Ability

Speaking ability is an important aspect and beneficial skill in learning language. It is part of the goal or skill in learning English in the curriculum besides writing and listening. It is supported by Broughton states that, however good a student may be at listening and understanding; it need not follow that he will speak well.

¹⁶Carel Aguirrela, Lucia, *Productive Language Skills Learning and Teaching: Speaking and Writing*, Publicaciones Didacticas. <http://publicacionesdidactitas.com/hemeroteca/articulo/032032/articulo.pdf>, 2012, Accessed on May 7th 2017

A discriminating ear does not always a fluent tongue. There has to be training in the productive skill of speech as well.¹⁷ It means that besides mastering listening, reading, and writing, the learners should also have a good ability of speaking as one of the goal of learning English. It is known that speaking is a very difficult and complex skill to be learnt especially for students who learn English as their foreign language.

In speaking ability, there are some criteria that should be tested to the students. According to Brown, to know the students' speaking ability there are five elements that should be tested. They are grammar, vocabulary, comprehension, fluency and pronunciations.¹⁸ It means that to know the students' speaking ability, there are five criteria that should be mastered. They are pronunciation, grammar, vocabulary, fluency and comprehension.

In teaching speaking, the teacher should also have five components of speaking ability to make the learning process running well. The first is pronunciation, it is the way in which language, particular word or sentence is spoken. The teacher should have a good pronunciation because the students will follow what teacher said, in this case the teacher becomes a model and teacher should give the students the right example. The second is grammar, rules of forming or making sentences. Grammar is essential in teaching speaking because when the teacher and the students use wrong grammar, it

¹⁷ErnyRokmawati, *The Use of Realia to Improve Students' Speaking Ability in Procedure Text*, Semarang: IAIN WaliSongo, p. 18

¹⁸ Brown H. Douglas, *Language Assessment Principle and Classroom Practice*, San Francisco: Longman, 2004, P. 157

can change the meaning of sentence. Then, vocabulary is all of word that person know and uses. The teacher should have many vocabularies in order to transfer their vocabularies to the students. If the teachers do not have many vocabularies, the teacher will teach the students with the same word and did not any improvement in their vocabulary. The next is fluency, able to speak easily and well. When the teacher speak fluently, it makes students enjoy to listen the teacher so the students will try to speak fluently too. The last is comprehension, able to understand something means the teacher should comprehend what will be taught to the students.

Based on those explanations, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve the communicative competence, which can be measured by five criteria: pronunciation, grammar, vocabulary, fluency and comprehension.

E. Types of Speaking

In teaching and learning speaking, Brown classifies the type of oral language into two parts, monologue and dialogue.

1. Monologue

Monologue is divides in two parts: planned and unplanned. Monologue means that when one speaker uses spoken language, as in speeches, lectures, reading, news broadcast, and the like, the hearer must

process long stretches of speech without interrupting-the stream of speech will go on whether or not the hearer comprehends.¹⁹

2. Dialogue

Dialogue is divided in two parts: interpersonal and transactional. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of negotiate nature to them than doe's responsive speech.²⁰

From the explanation above, the researcher concludes that dialogue is one of types of speaking that could be analyzed in this research. Because speaking by using dialogue type, the students' can improve their confidence to communicate in front of the class especially in front of many people.

F. Concept of Teaching Speaking

The meaning of teaching speaking is to teach learners to:

- a. Produce the English speech sound and sound pattern

¹⁹ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), P. 251

²⁰ Ibid

- b. Use word and sentence stress, intonation pattern and rhythm of the second language.
- c. Select appropriate word and sentence according to the proper social setting, audience, situation, and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which were called as fluency.²¹

G. Concept of Communicative Language Teaching

Communicative language teaching is quite popular in the teaching of English, communicative language teaching could be said to be the product of educators and linguists who had grown dissatisfied with the audio lingual and grammar translation methods of foreign language instruction. They felt that students were not learning enough realistic. In recent years communicative language teaching has become a fashionable term to cover a variety of developments in syllabus design in the methodology of teaching foreign language.

1. Definition of Communicative Language Teaching

In English language teaching, there are many kinds of methods which are used by teachers all over the world. One of them is communicative language teaching. According to Freeman, communicative language teaching is

²¹Kayi, Hayriye, *Teaching Speaking: Activities in Teaching Language in a Second Language*, 2006, Available at: <http://unr.edu/homepage/Hayriye/v.XII>

one of methods that emphasize the acquisition of linguistics structure and vocabulary.²² According to her, when people communicate, they use the language to accomplish some function, such as arguing, persuading or promising. Moreover they carry out these functions within social context. A speaker will choose a particular way to express his or her argument not only based on upon his or her intent and level of emotion, but also on whom he or she is addressing and what his or her relationship with that person is.

Communicative language teaching is a method that helps students to be more active in real life situations through individual, pair, and group work activities.²³ Longman Dictionary of Language Teaching and Applied Linguistics defines the communicative language teaching as a method to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence.²⁴ This method has been developed by British applied linguistics as a reaction away from grammar-based methods.

Meanwhile Worth defines communicative language teaching as a method to teaching English for Foreign language (EFL) which stresses on the importance of learning through using the language and which gives the learners frequent opportunities to interact with each other and with the teacher in natural

²² Diane Larsen Freeman, *techniques and Principles in Language Teaching*, New York: Oxford University Press, 1986, p. 123

²³ www.asian-efl-journal.com/sub.Vn.php, was accessed on May 13 2015

²⁴ Jack. C. Richards, et al., *Longman dictionary and Applied Linguistic*. London: Longman Group UK Limited, 1992, p. 65

situations.²⁵ The researcher concludes that communicative language teaching focuses on the use of the language and gives opportunities to use the language in natural situations.

Another explanation about communicative language teaching is given by Harmer, who is also interested in communicative language teaching; states that the focus of communicative language teaching is on communicative activities and the concentration on language as a mean of communication.²⁶ This is because the basic aim of teaching English is to make students are able to communicate with others in English.

Communicative Language Teaching provides several techniques and materials there are:

1. Authentic Materials

Authentic Materials are used to overcome the problem which students cannot transfer what they learn in the classroom to the outside world and to expose them to natural language in various situations.

2. Scrambled Sentences

In this activity, the students are given a text in which the sentences are in a scrambled order. This may be a text they have worked with or one they have not seen before.

²⁵ Alan Cunningsworth, *Evaluating and Selecting EFL Teaching Materials*, New York: McGraw Hill, 1st edition, 1984., p. 83

²⁶ Jeremy Harmer, *The Practice of English Language Teaching*, London: Longman Group UK, 1991, p. 48

3. Language Games

Games (i.e. card) are used frequently in the CLT and the students find them enjoyable. If properly designed, they give students valuable communicative practice. Games that are truly communicative, according to Morrow (in Johnson and Morrow, 1981:34), contain the three features of communication: information gap, choice, and feedback.

4. Picture Strip Story

Many activities can be done with picture strip stories. In this activity, one student in a small group is given a strip story. He shows the first picture of the story to the other members of the group and asks them to predict what the second picture will look like.

5. Role Play

Role Play is very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles. Role plays can be set up so that they are very structured (for example, the teacher tells the students who they are and what they should say). They can also be set up in a less structured way (for example, the teacher tells the students who they are, what the situation is, and what they are talking about), but the students determine what they will say. The latter is more compatible with the CLT because it gives the students more choices.

From the definitions above the researcher concludes that communicative language teaching gives a change to master English not only in

form, but also the ability can be produced to make utterances and to communicate with others, and the learners are given opportunities to act and speak English more often with other learners or with the teacher. It is because the goal of this approach is to develop communicative competence and the researcher will apply role play as technique which it can be used in materials of expression.

The Concept of Role Play

Role Play is an example of “learning by doing”. Role Play thus engages students in a creative participatory activity that requires them to apply course concepts as they assume fictional identities or envision themselves in unfamiliar situations.²⁷ Direct Method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation, and, without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.²⁸

Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be “stressful, unfamiliar, complex, or controversial” which requires them to

²⁷ Elizabeth F. Barkley, K. Patricia cross, Claire Howell Major. Collaborative Learning Techniques (1st edition). (San Fransisco: A Willey Imprint, 2005). P. 150.

²⁸ M. F. Patel, Praveen M. Jain. *English Language Teaching*. (Jaipur: Sunrise Publishers & Distributors. 2008) P.78-79

examine personal feelings toward others and their circumstances.²⁹ Role play activities could be shown as the way student behaves in specific context and situation. The researcher defines it as the role playing technique as a methodology for teaching which is conscious representation and discussion of the role in a group. In the class a problem context is shortly acted out so that the students can cope with the character.³⁰

Role plays provide students with the opportunity to take part in activities which mirror career-related scenarios. To help students understand the use of role playing sessions, role plays should be content-focused, match learning objectives, and be relevant to real-world situations. Role playing exercises encourage students to think more critically about complex and controversial subjects and to see situations from a different perspective. When properly employed, role plays can motivate students in a fun and engaging way. And improve the imagination the learners automatically, so the learners can make a choice for facing the new thing when doing the action, make a plan, learn from the mistakes that's why role play is called learning by doing.

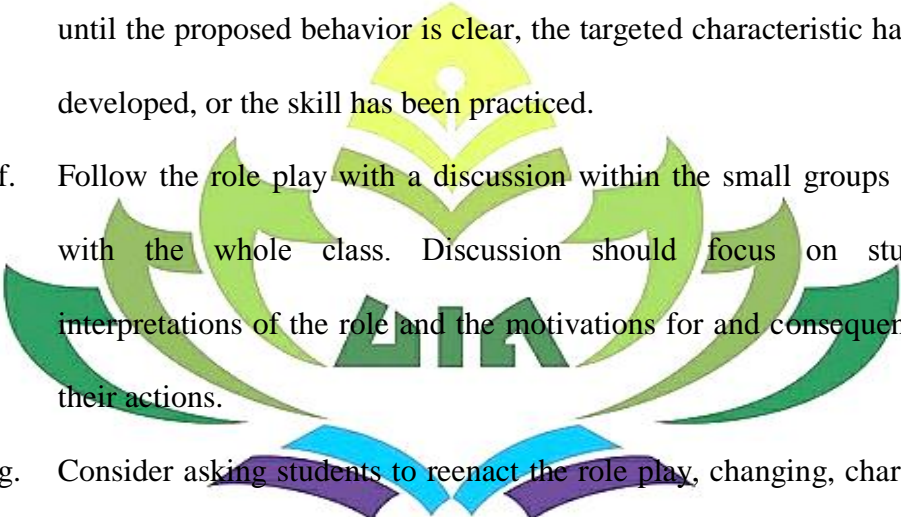
1. Procedures of Role Play

There are several steps to do role play technique in teaching learning process, it may discuss into this following steps:

- a. Ask students to form groups with enough members in each group to assume each stakeholder role.

²⁹ Bonwell, C. C., J. A. Eison, (1991). *Active learning: Creating excitement in the classroom*. Washington, DC: The George Washington University. P.47

³⁰ Dhea Mizhir Krebt, *The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students*, Journal of Language Teaching and Research, Vol. 8, 2017, P. 864

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- b. Present the scenario and allow time for discussion of the problem situation. It is important to allow sufficient time for students to ask question on any aspects of the scenario that are unclear.
 - c. Assign or ask students to each assume a stakeholder role. If assigning group process roles such as moderator or observer, make sure students are clear on their tasks.
 - d. Inform students of the time limit or other parameters that will signify the end of activity.
 - e. Instruct students to enact the role play. The role play should run only until the proposed behavior is clear, the targeted characteristic has been developed, or the skill has been practiced.
 - f. Follow the role play with a discussion within the small groups and/or with the whole class. Discussion should focus on students' interpretations of the role and the motivations for and consequences of their actions.
 - g. Consider asking students to reenact the role play, changing, characters, or redefining the scenario and then holding another discussion.³¹

2. Advantages and Disadvantages of Role Play

a. Advantages

According to Wehrli, Role Play technique has some advantages and disadvantages as follows:³²

³¹ Elizabeth F. Barkley, K. Patricia cross, Claire Howell Major, *Op.Cit.* P.151

- 1) Actively involves participants
- 2) Adds variety, reality, and specificity to the learning process.
- 3) Develops problem-solving and verbal expression skills.
- 4) Provides practice to build skills before real-world application and when “real” experiences are not ready available.
- 5) Enables learners to experiment in a safe environment with behavior which strike them as potentially useful and to identify behavior which are not.
- 6) Can provide an entirely new perspective on a situation and develop insights about feelings and relationships.
- 7) Provide teacher immediate feedback about the learners understanding and ability to apply concepts.
- 8) Improve the likelihood of transfer of learning from the classroom to the real world.

b. Disadvantages

- 1) Puts pressure on learner to perform, which can create embarrassment and even resistance.
- 2) Depends heavily on learners’ imagination and willingness to participate
- 3) Can engender strong emotions related to past experiences, empathy, etc.

³² J.G Nyquist, Wehrli. G, *Teaching Strategies/Methodologies: Advantages Disadvantages/Cautions, Keys to success*, 2003, accessed by internet at March 1st , 2018 from <http://som.unm.edu/omed/does-dev/genteachstrategies.pdf> (pdf adv-disadv)

- 4) Can lack focus unless well-planned, orchestrated, and monitored.
- 5) Can reinforce ineffective behavior/strategies if performance is not observed by knowledgeable person who provides appropriate feedback.
- 6) Can be unpredictable in terms of outcomes.
- 7) Can be time consuming because in one group consist two students, and every partners must speak or perform in front of class.

The researcher was applying Role play as technique of teaching has roots in both the personal and social dimensions of education. Role play is very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles. It means a role playing technique where there is movement, aim, rules and also involves an element of fun. Can also encourage students to talk or interact with others in the classroom. That's why the researcher chosen role play as a technique.

2. Concept of Dialogue Memorization

a. Definition of Dialogue Memorization

According to Izzan, Dialogue memorization technique is one of the pre-communicative activities. The students ask to memorize and practice the dialogue before the students are drilled about structure and vocabulary.³³ It stated that using dialogue memorization technique help the students to

³³ Ahmad Izzan, *Methodologi Pembelajaran Bahasa Inggris*, (Bandung: Humaniora, 2008), p.86- p.87

improve the fluency in speaking but it cannot be said to improve the students' competence in communication term, because the students just focus on dialogue.

According to Larsen-Freeman, dialogue memorization is dialogue or short conversations between two people are often used to begin a new lesson. Students memorize the dialogue through mimicry.³⁴ It means that the students will be drilled to pronounce the dialogue very well which it can be guided by the teacher, after that the students must be able to memorize the dialogue and practice the dialogue fluently.

In addition, Harris states, the activity of dialogue memorization is; learner looks at text on paper then away (often while repeating aloud or silently the chunk of information to be remembered), then back at paper again, then away, with little or no variation, in an attempt to gradually get the text to "stick" in memory.³⁵ It means that the students will likely stare at the page with furrowed brow, hoping that the words or images will stick in their mind.

Based on explanation above, the researcher concluded that dialogue memorization is a kind in teaching speaking that drills the students to be able to speak English fluently by memorize the dialogue, but it is ineffective way to teach speaking because it involves no actual "thinking" or processing no

³⁴ Diane Larsen-Freeman, *Technique and Principles in Language Teaching* (12th Edition), (New York : Oxford University Press,2000), p.47

³⁵ Timothy M. Harris, *Text and Dialogue Memorization in English Language Learning*, (Osaka: Sangyo University,2008),p. 149

creativity, no imagination, no analysis, no logic, no thinking about the material .

b. Advantages of Dialogue Memorization

The advantages of dialogue memorization technique based on Jankowsky are as follows:

- a) Utilizing the grammar and learned vocabulary in the dialogue memorization
- b) The students will be acting out lively way when students memorize dialogue and present them in front of the class.
- c) The students will use fluency, natural, intonation, and correct pronunciation for a meaningful presentation.
- d) The students can learn much by watching their classmate performance.³⁶

Based on the statements above, by using dialogue memorization the students will be drilled to pronounce the dialogues very well which can be guided by the teacher, after that the students must be able to memorize the dialogue and practice it fluently in front of the class.

a. Disadvantages of Dialogue Memorization

Disadvantages of dialogue memorization technique according to Nicholson: The key of memorizing dialogue is “go one line at a time”. It is

³⁶ Kurt R. Jankowsky, *Scientific and Humanistic Dimensions of Language*, (Washington: John Benjamins Company, 1985), p. 88

not helpful to just blaze through huge chunks of dialogue; doing job of memorization a little harder later on.³⁷ When the students are doing the dialogue memorization, they should lower of the noisy voice and pay attention to performance in front of the class. It will make the class conductively and the classroom activities will run well. Therefore, the students also should choose the simple dialogue in order to make them understand easily the content of the dialogue.

b. Procedure of Teaching Speaking Using Dialog Memorization

The procedure of teaching speaking through dialogue memorization:

1. Firstly, the teacher explains about description material and introduces about the dialogue memorization technique.
2. Secondly, the students first hear a model dialogue (either read by the teacher or on tape) after that the students take the role of one person in the dialogue, and the teacher the other. The teacher pays attention to pronoun, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate.
3. Thirdly, switch roles and memorize the other person's part. The dialogue is memorized gradually, line by line.

³⁷ Joshua Nicholson, *Acting Lesson: Memorization*. Available at www.e-jurnal.org. Accessed on February ,17th 2018,p.3

4. Then, the dialog is read aloud in chorus, one half saying one speaker's part and the half responding. The students do not consult their book throughout this phase.
5. Next, this acted out by the students. The students may make dialogue in pair and the students perform the dialogue for the rest of the class.
6. Follow-up activities may take place in the language laboratory, where further dialog and drill work is carried out. It may be the next performance and the teacher gives evaluation about the students' performance.³⁸

Based on those procedures, dialogue memorization is a technique that consists only of conscious exposure to the material, mental concentration, and of course repetition, the very nature of which is often tedious. Individuals have varied success with this approach, and some find memorizing a text extremely difficult.

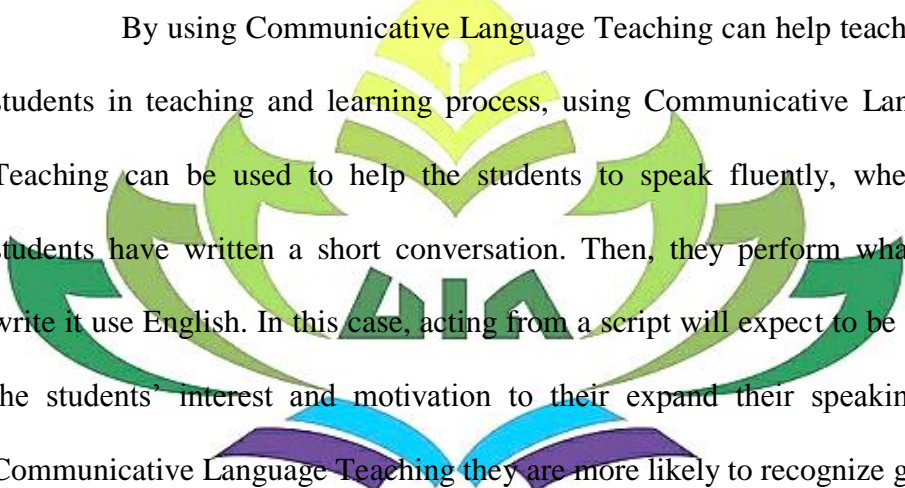
2. FRAME OF THINKING

In teaching and learning English, we need not only the suitable material for the students but also the appropriate technique in giving material to make the students interest in learning English in the classroom. The main aim of teaching and learning English is to enable the students to use English in real life situation and the real life communication.

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students

³⁸ Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (2nd Edition), (Cambridge:Cambridge University Press,2001), pp.64-65

entered in junior high school. Speaking will be used to communicate with other people. In our daily activities we need the ability to speak well in order to make our partner understand about what we want to talk about, what feeling we have so on. Teaching and learning Speaking usually uses the monotonous technique; it makes students feel bored in learning English, especially speaking needs a good technique; so that the students would not feel bored and unmotivated. In this case the researcher wants to observe the technique by using Communicative Language Teaching and give motivation the students.



By using Communicative Language Teaching can help teacher and students in teaching and learning process, using Communicative Language Teaching can be used to help the students to speak fluently, where the students have written a short conversation. Then, they perform what they write it use English. In this case, acting from a script will expect to be arouse the students' interest and motivation to their expand their speaking. By Communicative Language Teaching they are more likely to recognize gaps or inconsistencies in their speaking. In some cases, the listener can also ask questions or even offer suggestions.

Based on the description above, the researcher assumed that using Communicative Language Teaching in teaching speaking in the classroom will be attractive the students' interest and increase their motivation to speak their idea, it makes them more actively to speak up in front of their friend.

3. HYPOTHESIS

Based on the frame of thinking above, the researcher formulates by hypothesis of the research as follows:

H_a : There is significant influence of using communicative language teaching towards students' Speaking ability at the seventh grade of SMPN 17 Bandar Lampung in the academic year of 2018/2019.

H_o : There is no significant influence of using communicative language teaching towards students' Speaking ability at the seventh grade of SMPN 17 Bandar Lampung in the academic year of 2018/2019.



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